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ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in assessing desired outcomes, current status, and needs of program clients as well as skills to assess the environmental conditions that influence those needs. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Topics include identifying methods and scope of needs assessment, planning, acquiring instrumentation, reporting results, and using the findings. (KC)

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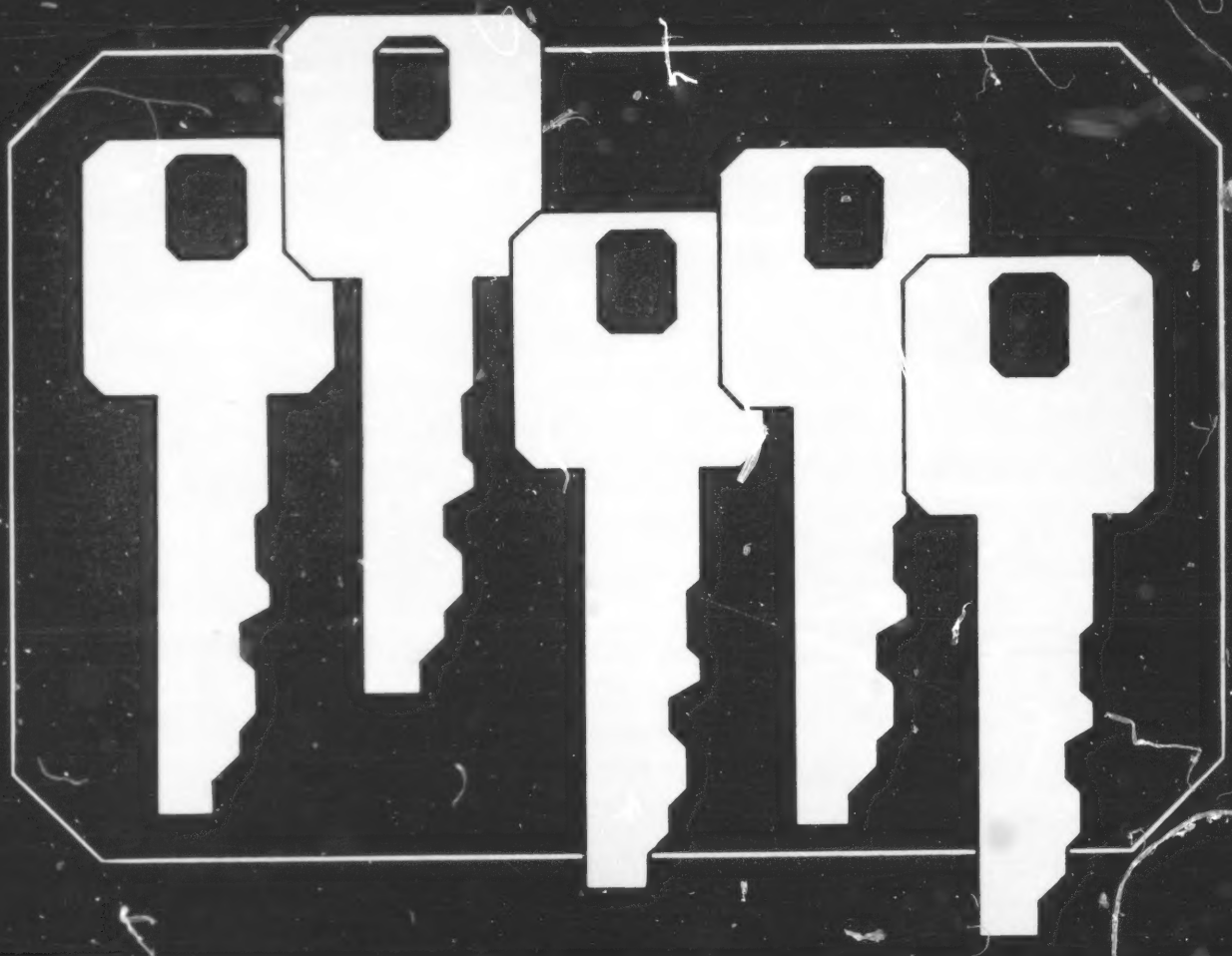

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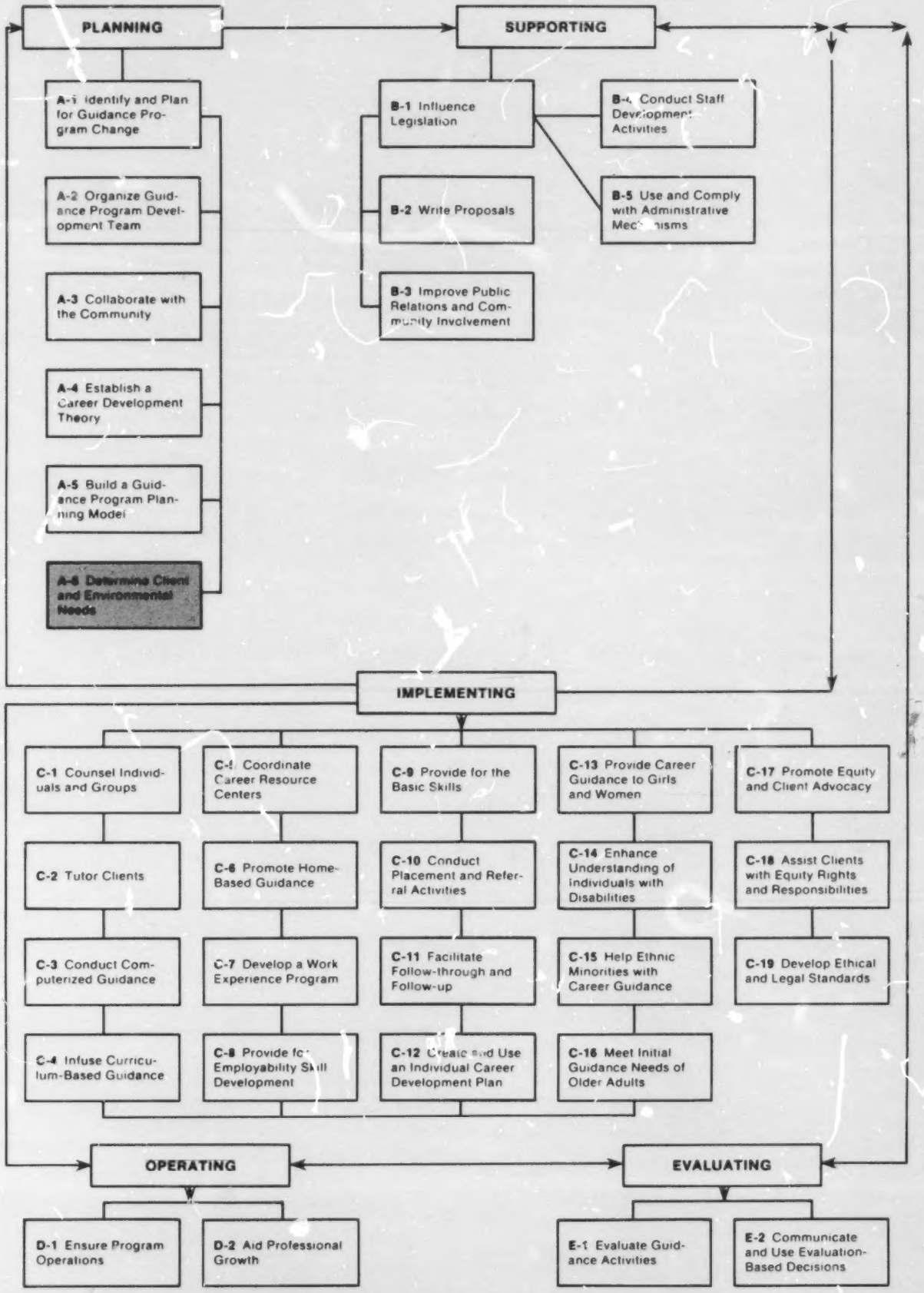
PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
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IMPLEMENTING
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C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
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C-18 Assist Clients with Equity Rights and Responsibilities
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D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Determine Client and Environmental Needs

MODULE
CG
A-6

Module CG A-6 of Category A — Guidance Program Planning
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
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in Vocational Education

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
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- Conducting leadership development and training programs.

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ABOUT THIS MODULE

DETERMINE CLIENT AND ENVIRONMENTAL NEEDS

Goal

After completing this module, career guidance personnel will have gained increased skills to assess desired outcomes, current status, and needs of program clients as well as skills to assess the environmental conditions that influence those needs.

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Competency 2. Specify how and where the assessment will be conducted, appropriate target populations to be included, and the range of characteristics and needs to be assessed 9

Competency 3. Solicit the assistance of staff and other interested and qualified individuals in the agency and the community, assign roles and responsibilities, and set a time line for task completions 13

Competency 4. Select, modify, or develop appropriate needs assessment instruments including questionnaires and interview schedules and any additional documents, such as instruction sheets, that will be required to use the instruments effectively 15

Competency 5. Prepare a report on the results of the assessment, and communicate and interpret its contents to clients, professional personnel, clients' family members, and others in the community 18

Competency 6. Analyze needs assessment findings in light of program goals and procedures, and develop specific modifications to be made based on apparent discrepancies 19

LEARNING EXPERIENCES

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Effective planning for any developing or ongoing career guidance program includes identifying the **current and projected needs of those people affected** by the effort. To accurately identify your program needs, it is necessary to determine exactly what is occurring now (assessing current status) as well as to decide how your program would look if it satisfied all your needs and wants (assessing desired outcomes). The gap between the two indicates the direction for program improvement.

There are many sound reasons for investing the time, energy, and resources to conduct a thorough needs assessment. Obtaining information about the skills needed and learned by clients in any career guidance program, has resulted in efforts to do a better job in identifying client needs. Instead of program planners maintaining the responsibility for specifying what clients should know and be able to do, we have begun asking the clients themselves, their parents or guardians (where appropriate), the community at large, employers, and staff members within our own agencies. Also, we have recognized that the needs of the clients cannot be met in isolation. The needs of the surrounding environment--home, agency, and community--must also be examined.

Information gathered from needs assessment studies provides the "hard data" needed to ensure that you can evaluate the process and outcomes of the program in the future. By stressing the importance of meeting "people" needs, you build in the ideas of flexibility and change.

Obtaining, organizing, and using needs assessment information involves a variety of skills. You will need to know how to: gather information, specify the scope of your effort, organize the activities of staff and others involved, select or develop instrumentation, report and use results effectively, and plan for needed changes. This module addresses these competencies.

There are many additional resources to help guide your activities should you decide to undertake a needs assessment effort. Several documents listed as references--some in the area of career guidance, some not--provide additional technical details that may be of interest to you.

Identifying Methods of Assessing Career Guidance Needs

Competency 1 — **Describe current methods of assessing career guidance needs and select the most appropriate assessment methods for use in one's setting.**

The best way to determine what people need is simply to **ask them**. Your career guidance program touches the lives of many people--your clients in particular--but also staff members, community members, and often parents or guardians. Maximum gain can be achieved if you solicit the advice of all these sources before planning or making changes in your program. In fact, an advisory committee with representatives from each concerned group is often viewed as an essential first step to ensure that a variety of opinions are registered. The issues the various audiences cite may differ; however, the more closely related your program is to the concerns felt by those involved, the more complete your entire undertaking will be.

There are a variety of ways to get the information you need. Three commonly used methods include personal interviews, telephone interviews, and mail questionnaires. All require a planned approach to identifying the needs of your clients.

Personal Interviews

Face-to-face interaction through meetings often give you more **in-depth information** than you can gather through any other method. A human touch is present and you can often get suggestions as to possible corrective actions.

Since personal interviews at meetings usually do not follow a predetermined set of questions, different information is gathered with each interview and therefore there can be **inconsistency** in the type of information collected. Responses are usually not recorded immediately and often many good suggestions are left unrecorded. There is also a danger of the responses being misinterpreted by the interviewer.

Telephone Interviews

The personal touch is also a key advantage in using the telephone as an interviewing tool. Because you are reaching people at their homes or offices, their **time is saved**. Also, you may be able to reach people who would not take the time to complete a questionnaire. As with personal interviews it is difficult to record responses immediately. If more than one interviewer is used there is danger of the responses being recorded differently, thus affecting data interpretation. Telephone interviews limit the amount and type of questions asked. Also if the people contacted resent being called they may respond in a negative fashion or provide false information. Telephone interviews prevent the respondent from thinking through the questions, thus preventing a thorough reply.

Mail Questionnaire

This is probably the best way to **reach a large number** of people in a short amount of time. You can undoubtedly reach a much larger audience, at minimal cost, than you can through any interview procedure. Also, some people are more candid when their privacy is ensured by not having to reveal their identities. The trade-off you make to reach more people is the loss of the opportunity to clarify questions or probe for deeper concerns. Many times the return rate is poor unless you provide an incentive for returning the questionnaire. Sometimes all that is needed is a stamped, self-addressed envelope. Other times you may have to think of a gimmick such as inserting a piece of candy or gum to provide sweet thoughts while completing the instrument.

Summary

The method you select to assess your client needs depends upon your local situation. Many times it is appropriate to use two or possibly all three methods of data collection. Data collected by one method can verify and clarify information collected by another method. A summary of the advantage and disadvantages of each method follows in Sample 1.

Sample 1

Summary of Advantages and Disadvantages

Assessment Method	Advantages	Disadvantages
Personal Interview	• Human Touch • More In-depth Responses	• Small Number of People Interviewed • Difficulty of Recording Information • Difficulty of Interpreting Information • Interviewer Time Involvement • One Person Collecting, Recording, and Analyzing Information
Telephone Interview	• Human Touch • Reach More People • Gather Same Information	• Limits the Number of Questions You Can Ask • Limits the Type of Questions You Can Ask • May Necessitate Call Backs • Danger of Negative Responses or False Information
Mail Questionnaire	• Reach Large Number of People • Gather More Data • Data Easier to Analyze, May Be Computerized • Respondents Able to Complete on Own Time • Respondents May Be More Candid If Identities Are Not Revealed	• Less Opportunity to Clarify Responses or Probe for Deeper Concerns • Time Consuming • Cost, Printing, Postage • Response Rate May Be Low

Sometimes a needs assessment is undertaken as a reaction to visible problems. If so, it may also be useful to examine previous surveys conducted by your agency or studies completed on populations that are similar to yours. These additional data can serve as a base of comparison so that you can see either the strides your system has made or the uniqueness of the needs expressed by those surveyed.

Specifying the Scope of Your Needs Assessment

Competency 2

Specify how and where the assessment will be conducted, appropriate target populations to be included, and the range of characteristics and needs to be assessed.

In order to focus your effort, you must decide what type of information you want. Challenge yourself and your advisors as to reasons why you want to gather certain information--how will you use it?

Are you planning to analyze all aspects of your program? Or one or two major areas? How extensive do you want the information to be? Will it take 15 minutes or 2 hours of the respondent's time? How many different populations do you plan to reach? Should they be asked the same types of questions? Do you want information about staff and organization needs as well as client needs in the same needs assessment effort?

Ideally, you will want to learn as much as possible. However, it is also important to consider the **human and financial resources** that you have available to conduct the needs assessment. The results might provide justification for additional staff and/or funding. However, as you specify the scope of the task at hand, be practical. Do not overpromise what you can deliver; instead make certain that the study--whatever the scope--has specific objectives and that your procedures are designed to accomplish them.

Nine dimensions to consider as you begin specifying the scope of your assessment effort are outlined in a document published by the Mesa, Arizona City Schools, *A Systematic Approach to Guidance: Assessing Desired Outcomes*.

Content and Direction of Focus

This dimension refers to the **purpose** of the assessment. The focus will determine the content. Are you seeking information on family situations, school or employment situations, interpersonal needs, work-related needs or academic needs? The direction of your assessment instrument may be either positive or negative as shown in Sample 2.

Sample 2

Directions of Focus

Positive

1. **Indicate interpersonal skills you feel are presently being taught through courses taught at the senior high school.**

   ____ **Communication Skills**
   ____ **Coping Skills**
   ____ **Listening Skills**

Negative

1. **Indicate the areas you feel are weak in the content of the current course taught at the senior high school.**

   ____ **Job-seeking Skills**
   ____ **Job-getting Skills**
   ____ **Job-keeping Skills**
   ____ **Human relations Skills**
   ____ **Decision-making Skills**

Breadth of Focus

This refers to the **comprehensiveness** of the assessment, how many content areas will be covered. Do you want to design an assessment that has a single focus, one that focuses on two or three areas, or one that covers many aspects. The narrower the focus, the more that can be learned about any one area. The broader the focus, the better the overall picture, but the weaker the understanding of any one area. The choice depends upon the purpose of the assessment. Sample 3 provides examples of breadth of focus.

Sample 3

Breadth of Focus

Single Focus

Career Planning and Placement Program

Two to Three Areas

Career Planning and Placement
Career Development Class
Personal Counseling

Comprehensive

Career Planning and Placement
Career Development Class
Personal Counseling
College Placement
Group Guidance Activities
Job Survival Skills Seminar
Occupational Information Resources
Computerized Job Search

Depth of Coverage

This refers to the **overall length** of the assessment. Will it take the respondent 10 minutes to complete a questionnaire or 2 hours to be interviewed? Depth also refers to how deeply the assessment probes into the areas of focus. Will the assessment include a few key items in a given area or undertake an extremely thorough investigation?

Degree of Structure

This refers to the **nature of responses** called for by the respondent. Will the respondents be asked to check, circle, rank, or asked to structure their own responses on a open-ended questionnaire or interview? The more structured responses (check, circle, rank) make the task of recording and analyzing data easier. Open-ended questions allow more individual expression and may also produce insights and suggested selections. (See Competency 4 for example of question types.)

Personalization

Assessments range all the way from the individual interview, in which the respondent talks to an interviewer, to the mass inventory in which thousands of individuals indicate their feelings on paper. The degree of **personal attention** is a dimension on which assessment approaches vary.

Sampling Considerations

This dimension refers to **who and how many** individuals/groups will be assessed. Do you want information from elementary students, college graduates, workers within a company, unemployed, union members, or specific cultural groups? How many individuals do you want to assess: all the K-12 students, a percentage of the K-12 students, all the 10-12 students, or a percentage of the 10-12 students? How will you ensure that your sample is representative of your population?

Quality

Four factors are particularly important in determining the quality of any assessment instruments and procedure itself.

a. **Validity** refers to whether an instrument actually measures what it is designed to do.

b. **Reliability** refers to whether an instrument produces consistent results over repeated usage.

c. **Generalizability** refers to whether the results obtained within a limited sample are accurate for the broader group they are intended to represent.

d. **Replicability** refers to whether the entire process can be documented and repeated elsewhere.

Availability and Costs

This refers to whether instruments and procedures are already in existence, are commercially available, or must be developed individually. Sample 4 displays some example costs.

Sample 4

Example Costs

Commercially Available	Individually Developed
Purchase Costs	Development Time
Scoring Costs, May Need to be Scored by the Publisher	Typing Costs
Mailing Costs	Printing Costs
	Mailing Costs
	Computer Time for Recording and Analyzing Data

Ease of Administration

This dimension includes several factors: (1) ease in processing data, (2) time of administration, (3) amount and nature of training necessary for administration, (4) scheduling flexibility for administration, and (5) appropriateness of the instrument for the level of respondents.

Planning Your Needs Assessment Effort

Competency 3

Solicit the assistance of staff and other interested and qualified individuals in the agency and the community, assign roles and responsibilities, and set a time line for task completion.

The success of your career guidance needs assessment is likely to depend on the ability and commitment of those individuals charged with the responsibility. For the results to have the most impact, the assessment **should not** be undertaken by you **alone**. The results of the findings may set the stage for significant and long-term change, and thus a variety of individuals should be involved from the start.

The **career guidance staff** can help you to--

1. identify the major goals of the career guidance program (where you want to go),
2. develop clear statements of need based on data gathered (where you are),
3. select the needs assessment method most appropriate to your situation,
4. develop and field test an instrument appropriate to your situation,
5. determine the groups and numbers to sample,
6. conduct the needs assessment,
7. tabulate and analyze the assessment data,
8. interpret the results to target audiences, and
9. utilize the results in overall planning efforts and program activities.

The **chief executive/administrator** can help you by--

1. making a public commitment to the assessment,
2. appointing an advisory committee (with your assistance),
3. taking part in the early meetings of the advisory committee, and
4. soliciting staff support and expertise.

The **advisory committee** should represent all aspects of your organization and community. An effective group is one that is willing to devote time and energy for an extended period. Wide representation is desirable; however, keep the group small enough to enable them to perform as a work group.

Because you are asking for long-term involvement, you must make certain that you use the time of your advisory committee wisely. If you direct their advice-giving efforts, you will find that your meetings will be more effective. When there is a decision to be made, be certain that they have the information needed to make it wisely.

The advisory committee can help you to--

1. identify and list needs that exist in the district,
2. identify population to be sampled,
3. select the method of assessment, and
4. communicate the results to the community and board of education.

Your organization and timing are important. Your needs assessment plan must have in it at least the activities listed below. Sample 5 shows what a needs assessment plan might look like.

Sample 5

Needs Assessment Plan

Activity	Individual/Group Responsibility	When Started	When Completed
1. Obtain Commitment from Chief Administrator	Guidance Director	Sept. 1	Sept. 15
2. Specify Scope of Effort	Guidance Director	Sept. 15	Sept. 15
3. Appoint Advisory Committee	Chief Administrator and Guidance Director	Sept. 15	Sept. 30
4. Identify Staff Responsibilities/Consultants	Guidance Director	Sept. 15	Sept. 30
5. Determine Methods of Conducting Needs Assessment	Staff, Advisory Committee with Approval of Director	Oct. 7	Oct. 7
6. Select or Develop Instrument(s)	Staff, Advisory Committee with Final Approval of Director	Oct. 7	Oct. 30
7. Select Population Sample	Staff, Advisory Committee with Final Approval of Director	Oct. 15	Oct. 15
8. Administer Instrument	Staff, with Final Approval of Director	Nov. 1	Dec. 15
9. Tabulate and Analyze Results	Staff/Director	Dec. 15	Jan. 30
10. Prepare Final Report	Guidance Director	Jan. 30	Feb. 15
11. Present Recommendations	Guidance Director/Staff	Feb. 15	Mar. 15
12. Communicate Results	Guidance Director/Chief Administrator	Feb. 30	Mar. 15
13. Incorporate Results in Planning and Program Efforts	Guidance Director and Staff	Mar. 15	Ongoing

Acquiring Instrumentation

Competency 4

Select, modify, or develop appropriate needs assessment instruments including questionnaires and interview schedules and any additional documents, such as instruction sheets, that will be required to use the instruments effectively.

A critical decision which you will have to make is whether to select existing instrumentation or develop your own. It may appear that a practical solution is to select a measure that has already been developed and used. After all, why reinvent the wheel? There certainly are advantages to doing this--particularly if you can find an instrument that parallels your goals or if your schedule does not permit sufficient development time. Another advantage when using many of the commercially available instruments is the possibility of obtaining summary reports, thus assisting you as you begin to analyze the data.

The disadvantage in using any existing instrument is that it probably will not match all of your goals and objectives. In some cases, you may make the decision to use the available instrumentation and thus gather data on only a portion of your goals. This is often a satisfactory first step. However, to have an instrument truly tailored to meet your agency's needs assessment efforts, you may well decide to take on the task yourself. Of course, you will have the help of your staff and consultants!

There are several item formats that you may use as you begin developing your instrument. Four common types of items are: (1) those that require a free or open-ended response, (2) those that require a yes/no response, (3) those that provide multiple-choice options, and (4) those that require ranking on a scale. Sample 6 presents examples of these formats.

Sample 6

Sample Formats

Type	Example
Open-Ended Response	1. Our clients should have the following five skills: 1. 2. 3. 4. 5.

Yes/No Response	(Circle Y for Yes and N for No)					
	1. Clients should have job-seeking skills	Y	N			
	2. Clients should have job-holding skills	Y	N			
Multiple Choice	1. Clients should have the following skills: (Check all that apply.)					
	a. Job-seeking ___					
	b. Job-holding ___					
	c. Decision-making ___					
	d. Personal economics ___					
	e. Self-awareness ___					
Scale Ranking	(Circle your Response)	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
	1. Clients should have job-seeking skills	1	2	3	4	5
	2. Clients should have job-holding skills	1	2	3	4	5

You can use any or all of these formats in your instrument. However, keep in mind the process involved in **tabulating** the data. The more structured types of formats (yes/no, check, circle rank) make the task of recording and the analyzing data easier to do than with the less structured open-ended formats. The more open-ended items that you provide, the more complex it will be for you to compile the data. Some structuring will probably always be necessary to allow meaningful summary and analysis. However, the more open-ended type of questions allow for more individual expression. These type of questions may produce insights and suggested solutions that cannot be obtained through structured formats.

Six characteristics of effective items are noted in *Needs Assessment: A Step in Program Planning*, a booklet published by the New York State Education Department. These criteria can serve as a reference as you develop or select your instrumentation:

1. Items should seek information which cannot be readily obtained from other sources.
2. Items should be clearly stated, unbiased, and create no embarrassment or annoyance to persons who respond.
3. Items should use language which is in common usage by the general population.
4. Items should reflect a neutral position as to the "correct" response.
5. Items should deal with one concern per item, one subject, one action, and one object of the action.
6. Response choices should be clear and understandable with commonly agreed upon meanings.

After the process of development is under way, be sure that each item is **reviewed** by a variety of individuals for content, readability, and style. When you are satisfied with the quality, pilot test the items with a group of sample respondents. This adds to the time line, but is well worth the effort.

One aspect that is sometimes overlooked is the importance of developing **instructions** to introduce the instrument. All directions should be concise, but complete. If you find your instructions becoming lengthy, review them to see how they can be stated more simply. Also, a clear statement of purpose is critical so all involved know why you are conducting the assessment, and how the information will be used. Sample 7 contains an example of an introduction and instructions. The extent to which the respondents feel they are playing an important role in improving guidance programs will determine their degree of cooperation.

Sample 7

Introduction and Instructions

Introduction

This questionnaire has been designed to help us better determine the career guidance needs of our clients. We are asking advice from a variety of people--clients, staff, employers and other community members--so that (agency) can better meet the needs of all involved.

Please take a few minutes to complete the form. We greatly appreciate your help.

Instructions

Please indicate how important you think it is for our clients to possess the following skills and knowledge. Circle the number corresponding to your response.

	Not Important	Of Little Importance	Somewhat Important	Of Considerable Importance	Very Important
	1	2	3	4	5
Job-seeking Skills	1	2	3	4	5
Job-holding Skills	1	2	3	4	5

Reporting Results

Competency 5 — **Prepare a report on the results of the assessment, and communicate and interpret its contents to clients, professional personnel, clients' family members, and others in the community.**

You may be faced with a large amount of data that you have gathered as you begin to write the report of your career guidance needs assessment effort. If you decide to share the results with several different audiences, your task of **disseminating** this information will be even more challenging. Potential groups you will want to include, along with basic reasons for reporting to them are listed in Sample 8.

Sample 8

Target Audiences for Report Dissemination

Group	Purpose
1. Clients	Relationship of findings to personal goals
2. Staff	Student needs, program impact
3. Parents	Benefits for children
4. Employers	Relationships of findings to organizational goals
5. Community Members	Effective use of tax money

A common pitfall that occurs during report writing is to overload the reader with data meaningful only to a statistician. It is necessary to find ways in which the findings can be presented in a manner which is useful to the audience. This can be accomplished by preparing a **technical report**, including data presented in tables, as well as an executive summary which will condense the report for those who do not require the extensive detail.

Your report needs to summarize the entire process of your effort. You should provide the reader with **background** regarding the purposes of the needs assessment. The **procedure** for conducting the study should also be reported, documenting the key steps and decisions made in the design. Your most extensive section will undoubtedly deal with **reporting your findings**. Be comprehensive--report good news and bad--but organize your presentation so that it is logical for the reader. Finally, you should include a section on **recommendations**. This section should answer the "so what" questions that are often raised when analyzing findings. As this report may receive wide circulation, this is your opportunity--in conjunction with your advisory committee--to make suggestions for programmatic changes in your agency.

Of course, the written report is only one way to disseminate the findings. You may wish to involve yourself in making **presentations** to the different audiences involved in the study, reporting to them firsthand what has been discovered. This is ideal as it provides an opportunity for questions and dialogue with your audience. However, since it is time consuming, and thus expensive, such presentations should be limited to key decision-making groups. If you have audiovisual support, you may want to consider putting together a slide or sound/slide package which serves not only to highlight your presentation, but also provides a standard approach that can be used if several people are making such presentations.

An alternative way to get wider coverage is to use your local and agency newspapers. Be precise and clear in the information that you provide a reporter so that the facts are represented accurately. It may be helpful to prepare a news release to serve as the basic framework and then answer questions.

Using the Findings

Competency 6

Analyze needs assessment findings in light of program goals and procedures, and develop specific modifications to be made based on apparent discrepancies.

As was stated early in this reading, the purpose of conducting a needs assessment effort is to determine the gaps that exist in your program. With these gaps identified, your agency has the direction it requires to implement change.

A needs assessment can **impact** on a program in a variety of ways. For instance, the results may initiate a total curriculum review or provide the rationale for establishing a more intensive staff development program.

A valuable outcome of the findings can be to use the data as a **base** against which subsequent assessments can be compared. With increased emphasis on accountability, using the data in this way serves to establish an evaluation process for measuring the effectiveness of your career guidance program.

Review the findings carefully. Be sure the analysis has been done carefully and that recommendations take into consideration past and present efforts. In short, do **not** view the report in **isolation**--use it as a means to link past efforts with future plans for change. If information in the report seems contradictory to your knowledge and experience, reexamine the data. Sometimes, a practical hunch adds the necessary meaning to raw data.

If the study is extensive, it may not be possible to implement the many recommendations that emerge. As a result it is necessary to assign **priorities** to proposed changes. An advantage to the assigning of priorities is that it may provide a more organized approach and prevent a flurry of haphazard responses to the recommendations.

You may wish to use your advisory committee to assist you in assigning priorities. In some cases, more consideration is given to the respondents in one audience than others. In other situations, all respondents are viewed equally and the gaps, or discrepancies, that are the widest get the most immediate attention. How extensive would the changes be, how long would it take, and how much would it cost? However, these are realities in all agencies and must not outweigh the needs assessment results.

To assure that the prioritized needs are met it may become necessary to develop another planning matrix, listing the prioritized activities, assigning individual/group responsibilities, and developing a realistic time line. If everyone involved is aware of the planned changes and their individual responsibilities for activities within the plan, chances are that needed changes will occur as scheduled.

Sometimes needed changes do not occur due to the costs involved. If agency funds are unavailable or inadequate you might consider applying for outside funding. The data you collected through the assessment process can be used as the basis for writing a proposal to obtain outside funds.

Your career guidance program needs assessment has the potential to make your agency truly responsive to the needs of your clients, as viewed by them as well as by agency staff and community members. By taking part in the planning process, you will have an opportunity to monitor the impact that this effort has on improving the agency's program in the future.

Learning Experience 1

Identifying Methods of Assessing Career Guidance Needs

OVERVIEW

COMPETENCY	Describe current methods of assessing career guidance needs, and select the most appropriate methods for use in one's setting.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Describe procedures to gather needs assessment information from your agency's staff members.
INDIVIDUAL ACTIVITY	Outline a method of carrying out a career guidance needs assessment for your agency's staff members.
INDIVIDUAL FEEDBACK	Check what you have written against the criteria presented.
GROUP LEARNING OBJECTIVE	Discuss advantages and disadvantages of three methods of gathering information.
GROUP ACTIVITY	Work in a small group to provide a rationale for one of three methods of gathering information and then defend it in the total group.

INDIVIDUAL ACTIVITY

Outline a method of carrying out a career guidance needs assessment for your agency's staff members.

Needs assessment efforts are often focused exclusively on the needs of clients. It is also important at times to assess the needs of the staff serving these clients. In this activity, you will be considering just such an effort. Prior to starting this activity, review the reading for Competency 1 on page 7.

You have decided to initiate a staff needs assessment within your agency to determine their needs in relation to your career guidance program. There are 500 staff members, and you have a staff of 3 to assist you in this effort. You hope to complete your study within two months. As you begin planning for methods of collecting the data, what key items should you keep in mind?

INDIVIDUAL FEEDBACK

Check what you have written against the criteria presented.

Do your key issues include the following:

	Yes	No
1. Degree of personal contact you want?	___	___
2. Amount of information you want to gather?	___	___
3. Number of respondents you hope to reach?	___	___
4. Your budget?	___	___
5. Staff time available?	___	___

You should consider all these issues. Since you have access to your total population, you can offer everyone the opportunity to respond. You could distribute a questionnaire and have the staff return it anonymously to you by using your agency mail system or dropping it off at your office. If time is available, you could also interview a representative sample of staff members to probe for additional information.

GROUP ACTIVITY

Work in a small group to provide a rationale for one of three methods of gathering information and then defend it in the total group.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Setting the Stage	
1. Have the participants review the reading for Competency 1 on page 7.	
2. Explain that this activity is designed to demonstrate the advantages of different information gathering techniques	

Facilitator's Outline	Notes
3. Review three methods for gathering data: • Face-to-face interview (individual or small group) • Telephone interview • Mail survey/paper pencil administration	
B. Present Situation	
1. Ask the participants to break into three groups.	
2. Assign each group one of the three data gathering methods and ask them to list advantages and disadvantages of using it as a method to conduct a career guidance program needs assessment.	
3. Have each group vote on the most important advantages they listed and brainstorm about ways to convince the total group of this particular method.	Encourage participants to list as many advantages as possible--there are no "wrong" responses when brainstorming.
4. Have each group elect a spokesperson.	
5. Have the participants reassemble as a total group and have spokespersons for each group form a panel.	
6. Chair a brief session where panel members "sell" the total group on their method for gathering data.	
7. At end of session invite comments from the total group, noting pros and cons to be considered in using each method.	Particular issues to remind the participants to include: 1. Budget 2. Personnel 3. Time frame

Learning Experience 2

Specifying the Scope of Your Needs Assessment

OVERVIEW

COMPETENCY	Specify how and where the assessment will be conducted, appropriate target populations to be included, and the range of characteristics and needs to be assessed.
READING	Read Competency 2 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Identify problem areas existing in a proposed needs assessment planning effort.
INDIVIDUAL ACTIVITY	Analyze a needs assessment planning problem.
INDIVIDUAL FEEDBACK	Check what you have written against the review questions presented and the background information provided in the reading.
GROUP LEARNING OBJECTIVE	List types of decisions to be made in specifying the scope of your needs assessment effort.
GROUP ACTIVITY	Determine the scope of a hypothetical career guidance program needs assessment effort.

INDIVIDUAL ACTIVITY

Analyze a needs assessment planning problem.

The following scenario outlines the plans for a needs assessment for a school district. Your task is to identify problem areas that you foresee and to make recommendations as to how to prevent or solve them.

Bedford School District has received state funds to conduct a career guidance program needs assessment. Terry Hadley has been designated by the superintendent of schools to direct this effort.

Although guidelines are sketchy, Terry has been told that this effort--the first in 10 years--should serve several purposes:

1. Survey community attitudes towards guidance goals and methods (a positive side effect may be an affirmative vote on next year's bond levy).

2. Establish a comprehensive set of educational goals, including guidance, for the district (nonexistent to date).

3. Provide direction for a new staffing effort as enrollments decline (a possible answer to solving overstaffing).

It is now January and the superintendent has asked that a final report be submitted no later than July 1. Because there has been publicity about the district's effort to obtain more community involvement, it is suggested to Terry that it is critical to develop and widely circulate a questionnaire as soon as possible.

Terry has asked you for advice. What problem areas are apparent that you might point out to Terry?

Before you assist Terry, read the Competency 2 reading on page 9 and then jot down some ideas.

INDIVIDUAL FEEDBACK

Check your ideas against the statements below and the background information provided in the reading.

As you examine Terry's problem--keeping in mind the dimensions as outlined in the reading--you can see that there are many issues to deal with prior to determining the type of instrumentation to be used. You should have noted at least two major problems.

First, there are too many purposes to be served--politically as well as educationally. Although the needs assessment may serve as a community attitude survey, there is no mention as to what other groups will be questioned. Will this effort look at student achievement to see how that may parallel community expectations?

Additionally, it seems that the state has funded a career guidance program needs assessment, not a total educational needs assessment. Establishing the goals for this effort could be quite extensive. Establishing goals for a career guidance program needs assessment would be a sound step toward establishing a comprehensive set of educational goals, but would not likely cover all that would be necessary.

Lastly, a needs assessment should provide direction; however, to have staff reassignment as a purpose is inappropriate. Equally inappropriate is to put public relations goals ahead of a thoroughly designed and carefully conducted needs assessment. The effort should generate positive feelings within the community, but if the job is done haphazardly, it serves no long-term educational purpose.

GROUP ACTIVITY

Determine the scope of a hypothetical career guidance program needs assessment effort.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity 1. Have the participants review the reading for Competency 2 on page 9. 2. Explain that this activity requires participants to play the roles of advisory committee members.	

Facilitator's Outline	Notes
B. Present Situation	
1. Ask the participants to break into groups of six to eight people each and assume varying roles of an advisory committee--client, staff member, administrator, parent, community member.	
2. Using the nine dimensions listed in the reading, have each group specify the conditions for a needs assessment of a career guidance program that has been formally established for 5 years--budget is not to be considered.	Encourage participants to represent the "special interests" of the roles they are playing.
3. Have each group list on large sheets of paper, the decisions that need to be made and the recommendations of the group.	
4. Reassemble all the participants and have each group share its plan.	Note similarities and differences in the ways the groups approach the task.

Learning Experience 3

Planning Your Needs Assessment Effort

OVERVIEW

COMPETENCY	Solicit the assistance of staff and other interested and qualified individuals in the agency and the community, assign roles and responsibilities, and set a time line for task completion.
READING	Read Competency 3 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Construct a planning matrix to carry out a needs assessment effort.
INDIVIDUAL ACTIVITY	Construct a planning matrix, including the activities, the responsibilities, and the time needed for conducting a career guidance program needs assessment for your setting.
INDIVIDUAL FEEDBACK	Compare your matrix to the sample.
GROUP LEARNING OBJECTIVE	Verbalize your strengths and weaknesses and determine the type of staff assistance and resources you would require to conduct a career guidance program needs assessment.
GROUP ACTIVITY	Work with another person to determine your skills in the area of needs assessment.

INDIVIDUAL ACTIVITY

Construct a planning matrix, including the activities, the responsibilities, and the time needed for conducting a career guidance program needs assessment for your agency.

The final report of your career guidance program needs assessment is due in 6 months. What is the basic sequence of events that must occur to meet that deadline? After reviewing the reading for Competency 3 on page 13, list the basic activities that need to be accomplished, indicate who is responsible for each activity, and note the time needed to complete the activity.

INDIVIDUAL FEEDBACK

Compare your plan with the sample.

Compare your plan to Sample 5 "Needs Assessment Plan" on page 14. Planning is a key to the success of your needs assessment. An important aspect to keep in mind is to allow ample time for instrument selection or development and the tabulation and analysis of results.

GROUP ACTIVITY

Work with another person to determine your skills in the area of needs assessment.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity 1. Explain that the purpose of this activity is to aid participants in determining their own areas of expertise and enable them to better select the type of staff assistance they would need to conduct a career guidance program needs assessment. B. Present Situation 1. Have the participants spend a few minutes writing their perceptions of their own strengths and weaknesses as a director of a career guidance program needs assessment. 2. Ask the participants to team up in pairs. 3. Ask the participants to share their self-evaluations with their partners, with the listener serving as a reactor. 4. Have the teams read Competency 3 on page 13.	

Facilitator's Outline	Notes
5. Ask the partners to work as a team to determine the additional types of staff assistance that would be required to conduct a needs assessment.	
6. Convene the total group and list on a chalkboard or large sheets of paper the skills needed to conduct a career guidance program needs assessment.	You may wish to remind the participants that budgets are always a concern. Realistically, what staff support could they expect in their settings?
7. Summarize this activity by mentioning the variety of skills needed to conduct a needs assessment.	The competencies needed are identified on the handout, "Competencies for Conducting a Needs Assessment" on page 33.

Competencies for Conducting a Needs Assessment

Program staff should be able to--

1. identify major goals of career guidance programs,
2. develop clear statements of need based on data gathered,
3. know of available instruments,
4. develop items for needs assessment instruments,
5. collect needs assessment data,
6. tabulate and analyze needs assessment data, and
7. interpret results of needs assessment to staff, parents, clients, employers, and community members.

Adapted from Axelrod, Valija; Drier, Harry N.; Kimmel, Karen S.; Korfhage, Mary; and Whitson, Karen S. *Staff Development: A Procedural Guide for the Development and Implementation of a Competency Based Training Program for Faculty and Staff*. Columbus, Ohio: The National Center for Vocational Education, The Ohio State University, 1977.

NOTES

Learning Experience 4

Acquiring Instrumentation

OVERVIEW

COMPETENCY	Select, modify, or develop appropriate needs assessment instruments including questionnaires and interview schedules and any additional documents, such as instruction sheets, that will be required to use the instruments effectively.
READING	Read Competency 4 on page 15.
INDIVIDUAL LEARNING OBJECTIVE	Write instructions to aid respondents in completing an instrument.
INDIVIDUAL ACTIVITY	Write a brief introduction for your needs assessment instrument.
INDIVIDUAL FEEDBACK	Check the instructions that you wrote against a sample.
GROUP LEARNING OBJECTIVE	Develop and review items.
GROUP ACTIVITY	Write sample items, share them with others in the group for review, and evaluate items developed by others.

INDIVIDUAL ACTIVITY

Write a brief introduction for your needs assessment instrument.

The item format for your agency's needs assessment instrument requires the respondent to answer on a scale of 1-5 for each item. Assume that you have the responsibility for writing the instructions to aid respondents in completing the instrument. Review the reading for Competency 4 on page 15 and develop a set of instructions.

INDIVIDUAL FEEDBACK

Check the instructions that you write against a sample.

It is important that you provide the respondents with sufficient information so that they can easily complete the instrument. A brief description of the purpose of the instrument helps the respondents understand why their advice is being solicited. Since the format of the instrument requires a response from 1-5, be sure to give advice as to how that should be indicated. Last, be sure to thank the respondents for taking the time to complete the instrument. Review sample 7 on page 17.

GROUP ACTIVITY

Write sample items, share them with others in the group for review, and evaluate items developed by others.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity	
1. Explain that this activity is designed to provide participants with skills in developing and reviewing items.	
2. Have the group suggest several content areas from which items can be developed (e.g., career decision making, employment seeking) and list them on chalkboard or large sheets of paper.	You may wish to establish these areas in advance.
B. Present Situation	
1. Ask the participants to break into groups of three to four people each.	
2. Assign a content area to each group.	
3. Ask participants to review the reading for Competency 4 on page 15.	
4. Have the participants decide on a format for their questionnaire.	

Facilitator's Outline	Notes
5. Ask the participants to work alone for 15 minutes and develop items.	
6. Have the participants share the items developed with the others in their small group for review.	Remind the participants to review the reading for review criteria.
7. Have each small group revise the entire set of items to the satisfaction of all.	
8. Convene the total group and invite the participants to share their learning.	
9. Copy all items so that each participant has a set of the entire group's work.	

Learning Experience 5

Reporting Results

OVERVIEW

COMPETENCY	Prepare a report on the results of the assessment, and communicate and interpret its contents to clients, professional personnel, clients' family members, and others in the community.
READING	Read Competency 5 on page 18.
INDIVIDUAL LEARNING OBJECTIVE	Outline strategies for dissemination of your report.
INDIVIDUAL ACTIVITY	Write a brief plan for ways to disseminate information contained in your assessment report.
INDIVIDUAL FEEDBACK	Check your plan against a sample and the review statements presented.
GROUP LEARNING OBJECTIVE	Identify information needs of a variety of audiences.
GROUP ACTIVITY	Identify the different audiences that you serve and discuss their individual information needs.

INDIVIDUAL ACTIVITY

Write a brief plan for ways to disseminate information contained in your assessment report.

The data from your career guidance program needs assessment have been analyzed and your report has just been completed. Your advisory committee has urged you to disseminate the findings and recommendations widely. You do not have funds available to launch a large campaign, but you agree that the study should receive attention. After reviewing the reading for Competency 5 on page 18, decide to which audiences you will send information.

INDIVIDUAL FEEDBACK

Check what you have written against a sample and the review statements presented.

All of the groups listed in the reading--clients, staff, parents, employers, and community members--should be included in your dissemination plan.

If an executive summary of the report has not been written, you could develop one as a starting place. The executive summary could be your basic dissemination document, thus decreasing the costs of printing the entire study and probably increasing the readership of the report.

The executive summary could be forwarded to key leaders (including client groups) throughout your setting and the community. You may wish to inform them of your interest--with the possible assistance of your advisory committee--in meeting with groups to discuss the findings in detail.

From your executive summary, prepare a news release for your local newspapers. Be open to meeting or talking with reporters. They have the potential of generating the level of interest that might satisfy the concerns of your advisory committee.

GROUP ACTIVITY

Identify the different audiences that you serve and discuss their individual information needs.

Note: The following outline is to be used by the workshop facilitator.

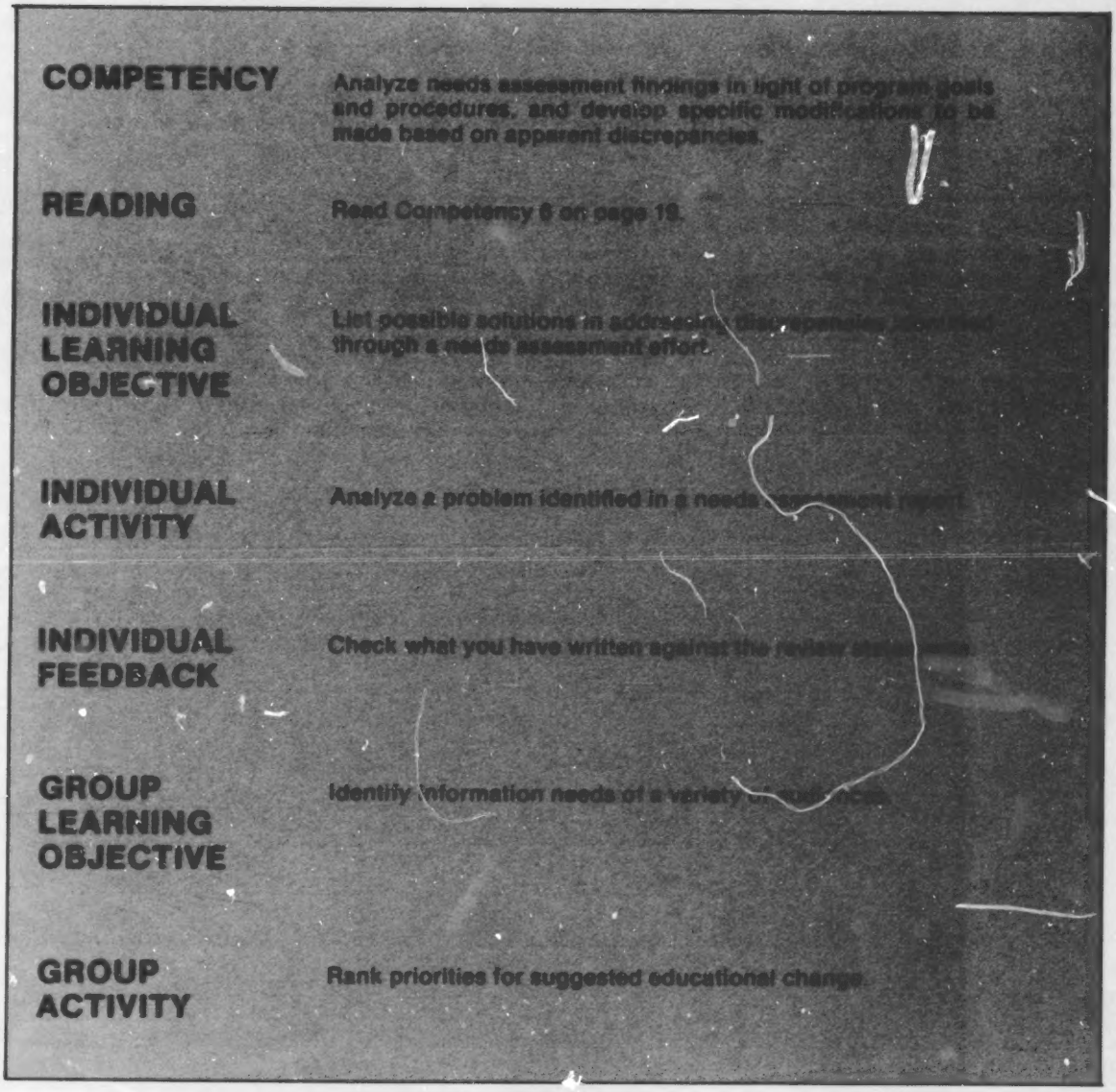
Facilitator's Outline	Notes
A. Introduce Activity	
1. Explain that this activity is designed to increase the participants sensitivity to the differing needs of the audiences to whom they report.	
2. Discuss the need for clear communication with all groups and the importance of treating each audience individually.	
B. Present Situation	
1. Ask the participants to list for themselves the many different audiences that they serve.	Participants may want to refer to the sample on page 18.

Facilitator's Outline	Notes
2. Ask for volunteers to share their lists and come up with a comprehensive list.	
3. If appropriate, group the audiences into broader categories (e.g., community organizations, parents, agency personnel).	
4. Request the participants to select the type(s) of audience(s) that they would like to serve more effectively and meet with others in the group interested in the same area.	
5. Have each group list special characteristics of their audience and brainstorm about ways to tailor the information provided to them.	Allow at least 30 minutes for this activity.
6. Convene the total group, compare and contrast dissemination strategies of all the groups.	

Learning Experience 6

Using the Findings

OVERVIEW


COMPETENCY
Analyze needs assessment findings in light of program goals and procedures, and develop specific modifications to be made based on apparent discrepancies.
READING
Read Competency 6 on page 19.
INDIVIDUAL LEARNING OBJECTIVE
INDIVIDUAL ACTIVITY
Analyze a problem identified in a needs assessment report
INDIVIDUAL FEEDBACK
Check what you have written against the review exercise
GROUP LEARNING OBJECTIVE
Identify information needs of a variety of audiences
GROUP ACTIVITY
Rank priorities for suggested educational change

INDIVIDUAL ACTIVITY

Analyze a problem identified in a needs assessment report.

Prior to starting this activity, review the reading for Competency 6 on page 19.

You have been invited to discuss the findings of the career guidance program needs assessment with key administrators within your setting. Great concern is expressed regarding a recommendation in the report which states:

> The most widely noted need--as evidenced by clients and all other audiences served--is the lack of adequate instruction in the area of job-seeking skills. It is recommended that the agency address this area as the highest priority and institute a comprehensive instructional and guidance program activity to overcome this deficiency.

The concern has been raised because this area has been viewed as a priority for the last 2 years and significant funds have been spent on the purchase of materials to meet that need. How would you respond in this situation? List three possible explanations for this discrepancy.

INDIVIDUAL FEEDBACK

Check what you have written against the review statement.

Did you include the following possible reasons for the discrepancy?

	Yes	No
1. Materials are ineffective.	___	___
2. Staff lacks necessary training.	___	___
3. Findings have been misinterpreted.	___	___
4. Time period of instruction was not sufficient to impact on the system.	___	___
5. Funds for this effort were misspent.	___	___

Any one of these reasons, or a possible combination, could explain the problem. A positive side benefit from this finding could occur--perhaps a follow-up study could be conducted of those clients involved in the job-seeking skills instructional effort. If the results are positive, renewed emphasis and support might be provided.

In essence, you need to help the group get to the core of the problem. There is a breakdown between agency priorities and client learning. This meeting could result in a closer evaluation of the effectiveness of the materials and methods and lead the way for curriculum review, or it could point to the need for new staff development activities, time allocations, or new methods.

GROUP ACTIVITY

Rank priorities for suggested educational changes.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce Activity 1. Explain that the activity will help participants focus on their values in relation to educational needs. 2. Explain that the group will be participating in a ranking of educational priorities.	

Facilitator's Outline	Notes
B. Present Situation	
1. Have participants brainstorm about 10 to 15 gaps which they perceive need to be addressed in their agencies.	List these on the chalkboard or large sheet of paper. Have each participant write the list on a piece of paper for future use.
2. Explain that this list will serve as a mock list of recommendations for an agency to consider.	
3. Ask individual participants to rank the items by level of importance (1 to 15).	
4. Have the participants break into groups of five and compare their rankings with one another.	
5. Ask each group to reach consensus on the top five priorities and post them on a large sheet of paper.	
6. Have individuals within the group note the ease or difficulty they encountered in this process.	
7. Convene the total group and compare the priority listings.	
8. Ask the participants to share what they learned about their own values as it related to planning for change.	Point out that many may be "blue sky" planners, while others disregard priorities that would involve a significant commitment of time and/or funds.

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Describing procedures to gather needs assessment information from your agency's staff members.	0	1	2	3	4	0	1	2	3	4
2. Discussing advantages and disadvantages of three methods of gathering information.	0	1	2	3	4	0	1	2	3	4
3. Identifying problem areas existing in a proposed needs assessment planning effort.	0	1	2	3	4	0	1	2	3	4
4. Listing types of decisions to be made in specifying the scope of your needs assessment effort.	0	1	2	3	4	0	1	2	3	4
5. Constructing an outline to carry out a needs assessment effort.	0	1	2	3	4	0	1	2	3	4
6. Verbalizing your strengths and weaknesses and determine the type of staff assistance and resources you would require to conduct a career guidance program needs assessment.	0	1	2	3	4	0	1	2	3	4
7. Writing instructions to aid respondents in completing an instrument.	0	1	2	3	4	0	1	2	3	4
8. Developing and reviewing items.	0	1	2	3	4	0	1	2	3	4
9. Outlining strategies for dissemination of your report.	0	1	2	3	4	0	1	2	3	4
10. Identifying information needs of a variety of audiences.	0	1	2	3	4	0	1	2	3	4

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
11. Listing possible solutions in addressing discrepancies identified through a needs assessment effort.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Client and Environmental Needs	0	1	2	3	4	0	1	2	3	4

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____.

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Determine Client and Environmental Needs*

Module Number: CG A-6

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Providing rationale for method of gathering information.	1. Each group presents at least three reasons why their method is the best.
Group Activity Number 2: Determine the scope of a hypothetical career guidance program needs assessment effort.	1. Each group's decisions are based on the nine dimensions. 2. Each group is able to defend its decisions.
Group Activity Number 3: Determine your skills in the area of needs assessment.	1. The groups are able to identify at least seven skills needed to conduct a needs assessment.
Group Activity Number 4: Develop sample needs assessment.	1. The assessment items meet the review criteria.
Group Activity Number 5: Determine the information needs of various audiences.	1. Each participant was able to identify at least two audiences with which they would want to communicate.
Group Activity Number 6: Rank priorities for suggested educational change.	1. Each group is able to reach consensus on the top five priorities.

NOTES

REFERENCES

Axelrod, Valija; Drier, Harry N.; Kimmel, Karen S.; Korthage, Mary; and Whitson, Karin S. *Staff Development: A Procedural Guide for the Development and Implementation of a Competency Based Training Program for Faculty and Staff*. Columbus: The Center for Vocational Education, The Ohio State University, 1977.

Implementing the Career Skills Assessment Program: A Handbook for Effective Program Use. New York: College Entrance Examination Board, 1978.

New York State Education Department. *Needs Assessment: A Step in Program Planning*. Albany: The State Education Department, The University of New York, 1976.

Objectives for Career and Occupational Development: Second Assessment. Denver, Colorado: National Assessment of Educational Progress, 1977.

Roberts, Sarah. "Communicating Evaluation Results." Module 12 of *Developing Comprehensive Career Guidance Programs*. Palo Alto, California: American Institutes for Research, 1975.

Systematic Approach to Guidance: Assessing Desired Outcomes. Mesa, Arizona: Mesa City Schools, 1974.

ADDITIONAL RESOURCES

An Approach to Identifying and Serving the Total Needs of Older Americans in the Community. James F. Loschiavo. Paper presented at the Conference of the Gerontological Society (31st, Dallas, Texas, November 16-20, 1978). 62 pp. EDRS Price MF01/PC03 Plus Postage. ED176149 CG013750

Fifteen recommended steps of an approach useful for identifying and serving the total needs of older Americans within their communities are delineated. Three broad types of need criteria discussed are normative need, felt need, and prior receipt of service need. The approach is illustrated by actual data from a 1976 study in Cleveland, Ohio. Continued research is needed to test out the basic assumptions underlying this approach to needs assessment, with respect to cost-efficient services, existing community services, and the extent to which the measures for determining normative need are good proxies for determining true need. Five attachments are included: indicators of normative need for four services; indicators of felt need and prior service need for four services, definition of twenty-eight services identified in the Cleveland study, the format of the data collection instrument sent to 118 agencies in Cleveland, and six tables of data from the Cleveland study.

Assessing and Analyzing Needs. Systematic Planning Series for Local Education Agencies. Monograph Number 2. Lee Boone and Others. Alabama State Department of Education, Montgomery. Office of Planning and Evaluation. Nov. 1977. 22 pp. EDRS Price MF01/PC01 Plus Postage. ED191154 EA012893

The primary purpose of educational needs assessment should be to determine the specific nature of learner needs in order that programs may be designed and instruction prescribed that will meet those needs. Needs assessment should be conducted only when the information is necessary and will be used. Before a needs assessment is undertaken, it should be determined why it is being done, what should be assessed, how the information will be obtained, who will use the assessment results, how the information will be interpreted, and what kinds of decisions will be based on the results of the assessment. The needs assessment process involves seven basic steps: (1) deciding who will provide information; (2) deciding what information to collect; (3) developing procedures for collecting the information; (4) collecting the information; (5) processing and analyzing the information; (6) designating needs based on analysis of the information; and (7) informing the community and decision-makers of the results.

Assessing Current Status. Phyllis DuBois. National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance. American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302. 1978. Cost $3.20

This competency-based module covers the following areas: assessing current status, summarizing resources, determining how existing resources are being used, and assessing the current status of students. The document forces you to take a look at what your current program has to offer and where our clients are in terms of career development. Activities within the module allow it to be used as a self-instructional tool or within a group setting. This comprehensive, easy-to-read, and informative document will be useful when determining the needs of your program.

Assessing Desired Outcomes. Charles Dayton. National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance. American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302. 1978. Cost $3.20

The contents of this module will aid you in establishing basic guidelines for developing a program and the ideal toward which you will want to work. A desired outcome is defined as "the products and goals of a theoretically perfect program which completely satisfies all client needs and wants." It answers the question: "Where do we (providers and clients) want to be?" The module suggests procedures on how to assess desired outcomes, provides assistance on defining the population and selecting the sample for the assessment, discusses various sampling techniques, describes the process of selecting or developing the instruments, and addresses the activity of summarizing and translating data into desired outcomes. The publication presents concepts clearly and provides activities in which the reader can be involved.

Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting. Andrew J. Bush, Arland N. Benson, and Harry N. Drier. The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. 1977.

The handbook provides the means for someone in a local school to conduct a career development needs assessment. It offers a general plan that can be modified for local use with minimal consumption of time and effort. The two major sections of the handbook present the issues and guidelines for conducting a needs assessment and a hypothetical situation in which the guidelines are applied. The publication which is a part of a set of planning documents, *The Rural America Series*, contains detailed information and practical tools that are valuable when planning and conducting a needs assessment.

Identifying Resources and Constraints and Prioritizing Needs: Systematic Planning Series for Local Education Agencies. Monograph Number 3. Lee Boone and Others. Alabama State Department of Education, Montgomery, Office of Planning and Evaluation. Nov. 1977. 16 pp. EDRS Price MF01/PC01 Plus Postage. ED191155 EA012894

Statements of educational need developed through needs assessment processes should not be ranked without careful consideration of factors that can facilitate or impede their attainment. The process of determining the resource requirements for meeting assessed needs and estimating resource availability can be enhanced by following several suggestions: involve a carefully selected sampling of individuals representing all groups affected by attempts to fill the need being considered; take into account the economic, human, legal, social, and political variables influencing efforts to meet the need; determine the probability of modifying conditions that could impede efforts to meet the need; using a rating scale, arrive at a rating that indicates the feasibility of addressing each need. Establishing priorities for needs to be resolved involves determining the intensity and extent of the need, the duration of the need, the relevance of meeting the need to the achievement of identified goals, the feasibility of meeting the need, and the results anticipated from meeting the need.

Life Career Development Needs Survey. Elementary School. Comprehensive Career Guidance Projects. Earl J. Moore, Yvonne Cecil Miller. University of Missouri, College of Education, Columbia. June 1977. 19 pp. EDRS Price MF-$0.83 HC-$1.67 Plus Postage. ED166428 08 CE019697

This manual explains how to administer the instrument, Life Career Development Needs Survey--Elementary School (grades 4-6) and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness, work and life skills, and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Guidance Project's life career development model. (ERIC document ED160850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE019692 describes the postsecondary and adult model.)

Life Career Development Needs Survey: Adult--Young, Middle and Older. Comprehensive Career Guidance Projects. Earl J. Moore and Others. University of Missouri, College of Education, Columbia. 1977. 51 pp. EDRS Price MF-$0.83 HC-$3.50 Plus Postage. ED166430 08 CE019699

This manual explains how to administer the Life Career Development Needs Survey(s) for adults and suggests ways to use the data obtained. Three separate needs surveys are included for the following segments of the adult population: young adult, middle adult, and older adult. The instruments are based on three domains of career development needs: interpersonal effectiveness, work and life skills, and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (See ERIC document CE019692 for a detailed description of the career guidance model.)

Life Career Development Needs Survey: Secondary School. Yvonne Cecil Miller and Others. Comprehensive Career Guidance Projects. University of Missouri, College of Education, Columbia. June 1977. 20 pp. EDRS Price MF-$0.83 HC-$1.67 Plus Postage. ED166429 08 CE019698

This manual explains how to administer the instrument Life Career Development Needs Survey--Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation and the survey instrument appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness, work and life skills, and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED160850 provides a detailed description of this model and strategies for program development/implementation on the adult model.)

Needs Assessment: A Step in Program Planning. The University of the State of New York and the State Education Department, Albany, New York 12234. 1976.

This booklet specifically addresses career guidance planning, providing specific how-to-do-it instructions. In addition to being instructional, it provides sample materials designed to be adapted for use in other types of settings.

Needs Assessment Guidelines. Ohio Department of Education, 65 South Front Street, Columbus, Ohio 43215.

This document outlines procedures for conducting needs assessment efforts. The eight steps described are: (1) establish a needs assessment committee, (2) prepare goal statements, (3) conduct a survey to determine perceived needs, (4) assign priorities to perceived needs, (5) set desired levels of student achievement, (6) determine actual status of student achievement, (7) compare actual status with desired levels, and (8) assign priorities to needs. Although not designed specifically for career guidance, it is comprehensive and informative in presenting step-by-step instructions that can be adapted in a variety of settings.

Needs Assessment Report for the Formulation of State and Local Career and Vocational Guidance Plans. West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education. Charleston. Jan. 1979. 189 pp. EDRS Price MF01/PC08 Plus Postage. ED174775 CE022113

The purpose of this needs assessment study was to demonstrate the need for a comprehensive career and vocational guidance and counseling plan in West Virginia. Survey instruments adapted from a number of existing instruments which pertain to career and vocational education and counseling were administered in forty-nine of fifty-five counties. Students, parents, out-of-school youth and adults, postsecondary public school students, college freshmen, and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. In addition, ten employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. The major finding of the project was that there exists a need for career and vocational guidance and counseling services throughout the state. Findings support the necessity of developing a state model for comprehensive services to be available to all persons. The needs assessment instruments are included in the appendix.

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted Under Part C of Public Law 90-576. Final Report. Georgia State Department of Education, Atlanta. Sept. 1976. 128 pp. Not available in hard copy due to reproducibility problems. EDRS Price MF-$0.83 Plus Postage. ED160835 08 CE018130

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned. The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carryover from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide--CE018146; a staff development handbook--CE018339; and several staff development training manuals and materials for both the secondary and elementary school levels.)

NOTES

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
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Division of Employment and Training

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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